**K-5 Math Lesson Plan**

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| **Teacher: Natsis, Anderson, Austin, Benson** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Know number names and the count sequence. | | | | **Corresponding Unit Task:** K.CC.2 Count forward beginning from a given number within the known sequence. | | |
| **Essential Question(s):** What does a number represent? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Book: Counting Train Cars * Unifix cubes * Train work mat | | **Student:**   * Work mat * Unifix cubes | | | count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   * K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K. CC. 3 Write numbers 0-20. Represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects. * K. CC. 1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):**   * I can count from 0-5. * I can represent the numbers 0-5 with objects. * I can match numbers to objects 0-5. * I can name the numbers 0-5 when it’s shown to me. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review from the day before by having the children act out being train cars five at a time. The class in unison will count the children 1-5. They will also re-count and determine what number comes next. Also, share any cute counting songs you know with the children. | | | | | |
| **Teacher Directed:** Using the previous day’s lesson number train, teacher will display unifix cubes under each number train to correspond to each train number. | | | | | |
| **Guided Practice:** Teacher will point to a number train. A student will come up and use unifix cubes to match/build the number the teacher has pointed out on the number train. Repeat using different numbers. | | | | | |
| **Independent Practice:** Students will be given their work mat created themselves from the day before representing five trains on a track. Students will build their unifix cubes to match each number on the train.  **Math Stations**   * Trace and paste number activity. * Make play dough numbers on top of number template. This will assist with fine motor skills as well. * Stamp and trace numbers 0-5. Next, the children will pair up and each group will receive a baggy with numbers 0-5. One partner will pull out a number and show it to the other partner. That partner will have to name the number and count to that number. * This is an assistant lead station. The assistant will call out a number and the children will form that number in the shaving crème on a small cookie sheet. * Using teacher made dot cards the children will partner up and place corresponding unifix cubes on top of given dots. They will then rote count how many cubes they placed on the dot card. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review counting 0-5 orally with the children. The students will turn to a partner and count their numbers aloud. Through question and answer time the teacher will quickly assess if the children are mastering the skill. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5. * How many more train cars will I need to have 10, etc? * Students can respond by writing/drawing the numbers. | | | * Use numbers smaller than 5 as a target number. * Use hundreds boards with numbers so students can count as they color. * Use dot cards so students can count out the numbers. * Using a bingo stamper assist children in stamping out dots that match a corresponding number. | | | * Model the task as many times as needed. * Break up each task into individual components. * Use a smaller target number. * Teacher begins counting for the students to get them started. |
| **Assessment(s):** (1)Teacher observation; (2) Counting trains correctly; (3) Listen to students rote count to 5; and (4) Trace and paste station. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |